

**Getting to
100% Engagement
in
Comprehension**

**Increase
Intensity**

**Intervention
Prevention**

Research:

Increased Active Student Response (ASR) is functionally related to academic achievement.

*Barbetta, Heron,& Heward, 1993

*Cavanaugh, Heward, & Donelson, 1996

*Naarayan, Heward, Garner, Courson,&Omnes 1990

*Sainato, Strain, & Lyon, 1988

More Intensity Means

- More explicit
- More modeling
- More time
- More practice
- More monitoring and feedback

More Intensity Means

More Explicit (more simplified steps, more clear explanation, more structured)

More Modeling (visually showing exactly how to, leaving examples posted, graphic organizer for each student)

More Time (return to tough skill every day)

More Practice (using engagement strategies to get all to practice- read, write, answer)

More Monitoring and Feedback (immediate rapid praise when correct "Yes" "Right" and immediate correction "My Turn. That word is____." "Fix the spelling of this word.")

Engagement = Doing

Reading
Answering
Speaking
Writing
Signaling
Performing

Engagement is not:

Quietly watching others
Listening
Waiting for your turn
Pretending or faking
Just more seat work
Killing time quietly
Calling on volunteers

Every student – Every time

It is all about how responsive
you get all students to be!

95%

Getting to 95% means
getting to the bottom 20%!

These students most
often avoid responding.

We need specific strategies to get some students to respond.

Practices needed to store concept:

- | | |
|-------------------|---------------|
| • Average learner | 4-14 times |
| • Everybody else | 14-250 times |
| • Truly disabled | 250-350 times |

Tina Peltier

Which gives more practice?

- | | |
|-------------------------|-------------------------------------|
| • Consistent engagement | • Occasional or eventual engagement |
|-------------------------|-------------------------------------|

Students can spend years in school avoiding practice.

What do students need?

- Massed practice
- Distributed practice

correct
⇓
More Turns

- +during whole group
- +during small group
- +during independent work

Mandatory

Elicited by teacher

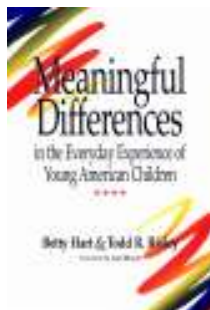
All students respond

Throughout the lesson

West Ed

Mandatory and Monitored

Language



Dr. Joe Torgeson

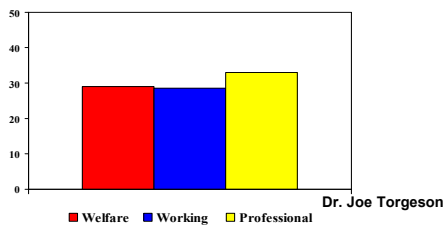
Hart and Risley (1995) conducted a longitudinal study of children and families from three groups:

- Professional families
- Working-class families
- Families on welfare

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Interactions

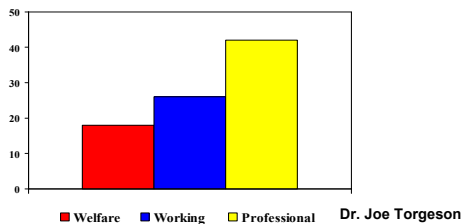
Hart & Risley compared the mean number of interactions initiated per hour in each of the three groups.



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Interactions

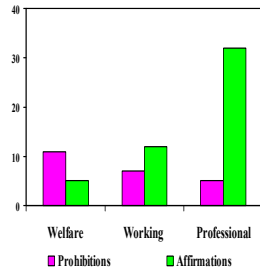
Hart & Risley also compared the mean number of minutes of interaction per hour in the three groups.



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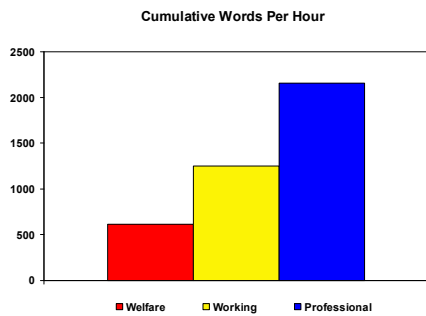
Interactions

Perhaps most striking were the differences in quality of interaction, when the affirmations vs. prohibitions per hour were compared.

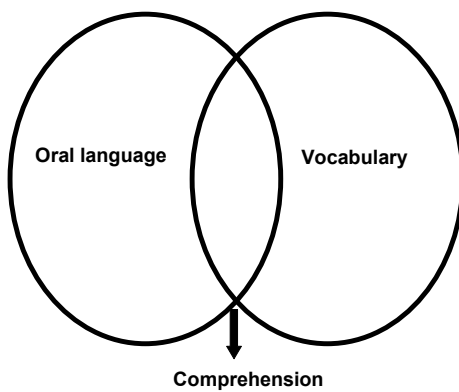


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Cumulative Language Experiences



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Types of Engagement

1. Oral Response
 - Choral Response
 - Precision Partner Talk
2. 100% Oral Reading
 - Choral
 - Partner
 - Close
3. Signaled Response
4. Written Response

100% Choral Response

100% Giving Short Answers at the Same Time

- Model the question and the way to respond
- Ask a clear question with a single word or simple phrase answer
- Give clear signal for students to respond (Allow think time for more difficult responses)
- Scan all mouths to assure all are responding, moving near non-responders
- Give feedback on the group response
- Intersperse calling on individuals
- Perky pace

When?

When answer is very short
One word or short phrase
All answers are the same

(from the work of Dr. Anita Archer)

Why?

Allows ALL to respond
Includes students with special needs
Gives teacher immediate feedback
Builds confidence in low-achieving students
Functions as a "dry run" for written task
Reduces off task and disruptive behavior

*Howard, Courson, & Narayan, 1989
*Lingenfelter, 1990
*Howard, 1994

Every student – Every time

Mandatory and Monitored

Examples:

Beginning, middle, end
Short definitions
Names of characters in story
Setting of story
Name of comprehension skill
Retell
Prediction
Naming details

Non-Examples

Precision Partner Talk

100% giving longer or more complex answers at the same time

Precision Partner Talk

Assign partners

Give each partner a task (A responds/B counts words)

Give verbal stem (Sentence starter) if needed

Monitor each partnership

Call individuals only after all have answered

When?

When answer is longer or more complex

When answer could take many forms

When answer takes more time

When answer needs complete sentences

(from the work of Dr. Anita Archer)

Why?

Increases use of vocabulary words

Models oral language patterns

Increases practice of oral language patterns

Increases practice of academic English

Functions as a verbal "dry run" for written tasks

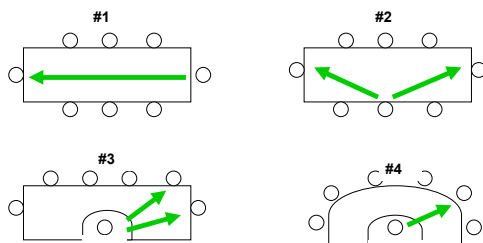
Examples:

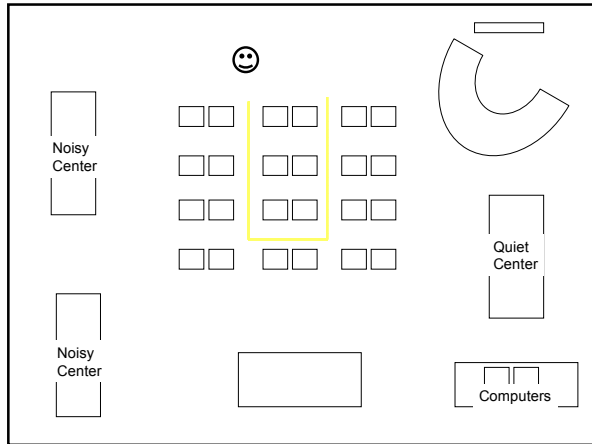
Using vocabulary words in sentences
Comparing and contrasting characters, stories
Listing important details about a main idea
Naming the problem a character faces
Predicting what will happen next
Naming the solution to the problem
Connecting the story to your life
Inferring

Non-Examples:

1. Posing a question to all then calling on only one student (Often results in more frequent responses by high-achieving students and few or no responses by low-achieving students Maheady et al., 1991)
2. Cooperative learning strategies (High-achieving often participate while low-performing students do not participate enough to achieve meaningful learning outcomes (Maheady, Mallette, Harper, & Saca, 1991)

Maximize Proximity at All Reading Tables





More Structured Discussions

Dr. Kevin Feldman

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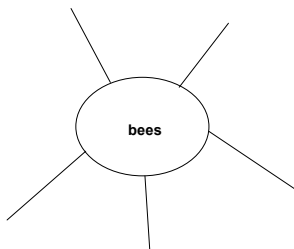
- **Appropriate Question**
 - **Can all students respond?**
 - Any vocabulary in the question that needs pre-teaching?
- **Structured Thinking/Processing Time**
 - Adequate wait time – often write first
 - Appropriate sentence starter/frame if needed
- **Partner Rehearsal**
 - Practice responding/give feedback/make improvements
- **Unified Class discussion**
 - Random calling on students- no hand raising
 - **Authentic volunteers at the end**
 - **Listen by writing**

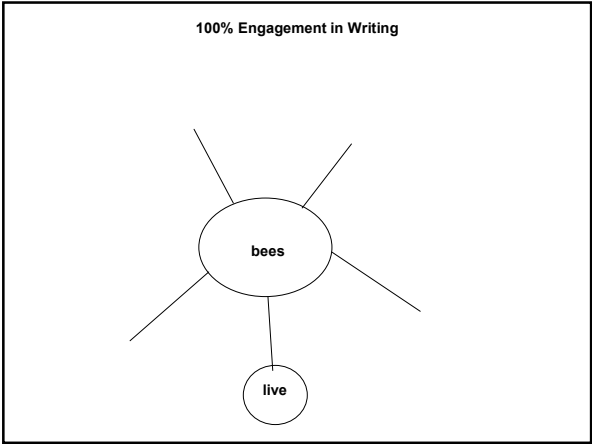
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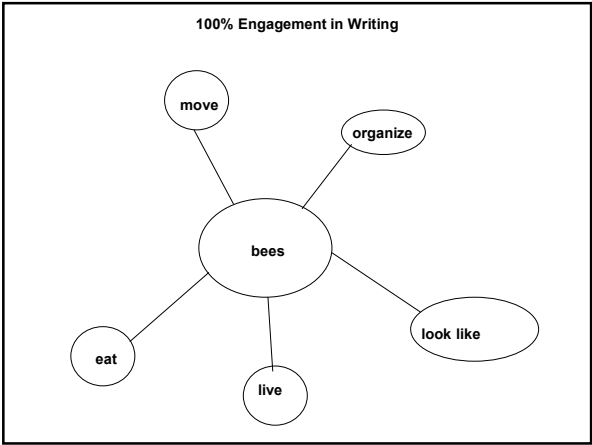
Example

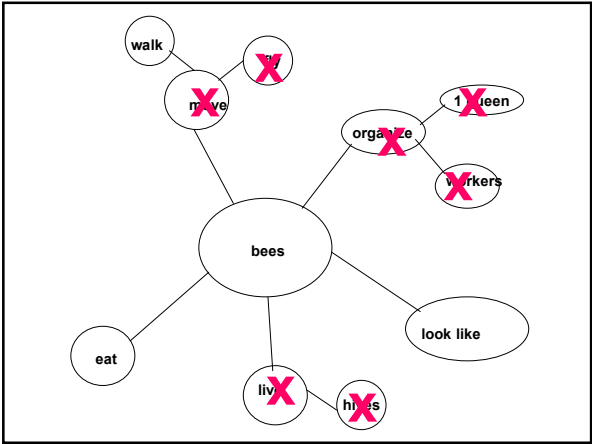
- Ask students what they know about bees.
If necessary provide information about bees.

100% Engagement in Writing









graphicorganizers.com

Sentence Starter (verbal rehearsal)

Hallway partner: One interesting fact about bees is....

Window partner: Another interesting fact about bees is..

Sentence Starter (verbal rehearsal)

Hallway partner: One interesting fact about bees is....

Window partner: Another interesting fact about bees is..

Another interesting fact about bees is.....

Another interesting fact about bees is.....

Another interesting fact about bees is.....

Another interesting fact about bees is.....

Write three interesting facts about bees.

One interesting fact about bees is that Another interesting fact is It is also interesting that bees.....

Unstructured

- No academic vocabulary
- No think time
- No partner rehearsal
- Many left out

Structured

- Vocabulary taught
- Think time/write time
- Partner rehearsal
- Every student involved

Dr. Kevin Feldman

Comprehension Discussion with Partner Talk

Precision Partner Work

1. "Buddy up"
2. Give Window buddy a specific question to answer. Give Hallway buddy a listening job. Examples:
 1. Window buddy : Tell Hallway buddy two reasons that Grandpa was angry.
 2. Hallway buddy : Hold up a finger for each correct reason then add one more reason that was not said.

Comprehension Discussion with Partner Talk

More Examples:

1. Hallway buddy : Tell Window buddy three ways that Grandpa was like Mary. Start with "They both...."
2. Window buddy : Hold up a finger for each correct way that you hear.
3. Now Window buddy : Tell Hallway buddy three ways that Grandpa was not like Mary. Start with "Grandpa did not...."
4. Hallway buddy : Hold up a finger for each correct way that you hear until you have 3 up.

Every student – Every time

Mandatory and Monitored

100% Signaled Response

All students showing the teacher the correct answer in a non-verbal way

1. All pointing to the answer
2. All showing the correct number of fingers
3. All moving cards, showing cards, or selecting letters
4. All using highlighter tape or pen
5. Any other appropriate signal

Examples:

1. “Whooing” and “Whatting”
2. “Detail/Detail”
3. Locate beginning, middle, end

100% Written Response

All students write:

1. Clear directions and models given by teacher
2. Sentence starter provided if needed
3. Scoring for expectations
Capitals, punctuation, spelling, correctness
4. All writing is checked immediately
5. Students correct any mistakes

100% of the Class
Writes in a Reading Journal

(On chalkboard when class enters)

1. Characters _____

2. Setting _____

(On chalkboard when class enters)

1. Characters _____

2. Setting _____

3. Problem _____

4. Solution _____

Sentence Starter on Board

I predict that Goldilocks would

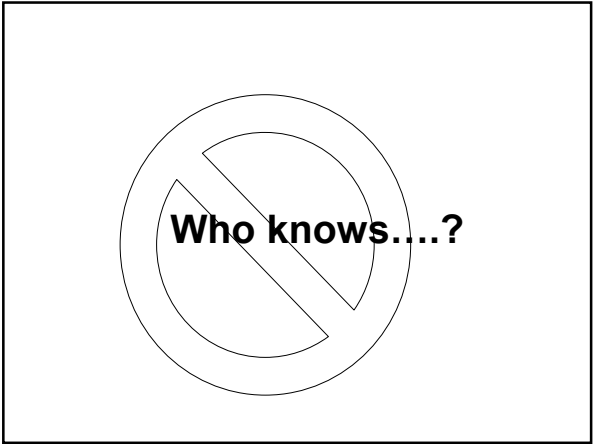
_____.

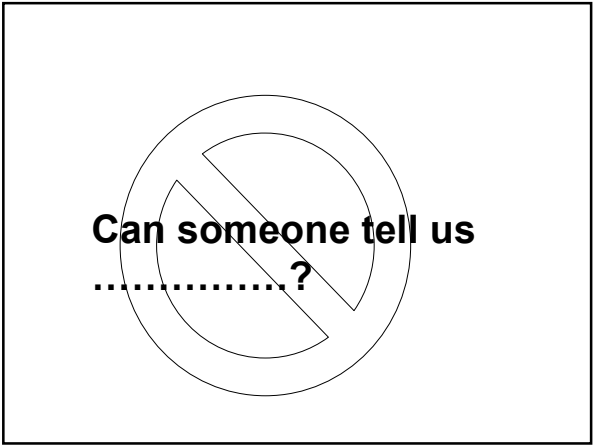


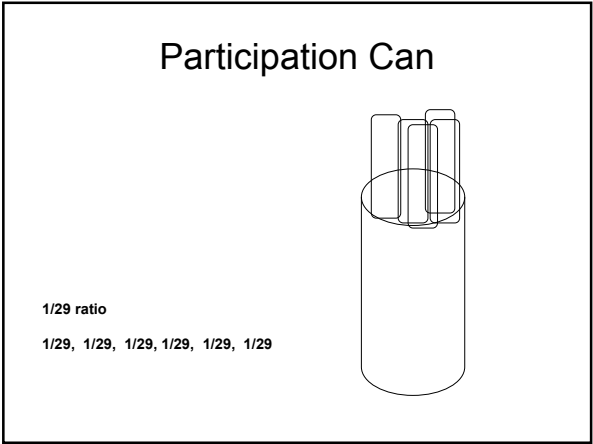
Who can....?



Does anyone know....?







Dot Correction

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